

California Blue Ribbon IEP Task Force

1. Identify Current Strengths – IEP Process

Strengths	# of Points
Generally speaking, all working toward the student's benefit	16
Vision and desire to help children achieve	12
Inclusion when don't appropriately	12
Number of special education students in general education curriculum is greatly increased	11
Improved progress reporting system – Better improved access, increased accountability	10
Positive behavior interventions are great	9
Presence of parent in IEP process (Home/school partnership opportunity)	7
More IEP goals written to state standards	8
Improved public perception of students with disabilities	6
Excellent list of websites available to parents, teachers, and administrators	6
More preschool services (e.g., Early Head Start), Proposition 10 – Contributes to parent knowledge	5
Presence of the general education teacher in the IEP process	5
Increased emphasis on accessing general education curriculum	3
Student presence in IEP process	3
Where used, a workability component that allows students to learn outside of the general education classroom	2
Opportunity to learn/experience diversity when inclusion appropriately takes place	2
Facilitated IEP process	2
Expertise exists (i.e., more than before)	2
"System of Care", etc., early intervention, more support from outside agencies	2
Parents are more comfortable speaking out for their children	2
Support from BTSA for inclusion/mainstreaming	1
Newly-adopted textbooks/materials are special needs friendly	1
Present level of performance – Based on assessment and classroom performance	1
QAP	1
Having State standards	1
We are getting better at getting and using more sources of information	1
Other:	
When utilized, the inter-colaboration with mental health	
Quality teachers	
Best practices are being promoted	
Size of state makes progress more commendable	
#s 2,3 closer to center	
Law drives the attempts to do so.	
Expertise in compliance is available	
Staff attention to standards has been helpful	
Reporting of student progress	
If local assessment is attached to state standards, teachers will be better able to make more specific diagnostic determination of specific student needs	
Reporting progress—reporting system in place, parent conferences (2-way communication	
Increased effort to reach out to parent	

Strengths	# of Points
Articulate the current vision toward long-term goal—need to work toward end results	
Time spent planning and coordinating with agencies – Facilitated in smaller communities	
People are disability and color-blind	
Transition is common discussion/people are comfortable with transition issues	
Providing students with larger set of services and supports	
Students with needs for support are more quickly identified	